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ABSTRACT

This manual was prepared for use at a 2-day seminar to aid college and university administrators and station executives in making effective decisions about the use and implementation of telecourses. There are four objectives for the workshop: (1) to understand the characteristics, attitudes, needs, and desires of various groups involved in offering telecourses: (2) to improve formal communication between the educational agencies and the television stations: (3) to identify obstacles to successful telecourse use: and (4) to develop strategies for overcoming those obstacles. A section of the guide is devoted to each of the following topics: the telecourse environment, alternate distribution systems, telecourse administration, promotion, and station-college interaction. (Author/LLS)

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Working With Telecourses

by

Kiki S. Munshi

and

David P. Stone

Prepared for
The Station-College Executive Project in Adult Learning

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Station-College Executive Project in Adult Learning

The Station-College Executive Project in Adult Learning is a cooperative project conducted by:

Coastline Community College

KOCE-TV

KPBS-TV

The Nebraska Educational Television Network

The University of California at San Diego

The University of Mid-America

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Working with Telecourses

AGENDA

DAY 1

8:30- 9:00 — Registration
9:00-9:15 — Introduction
9:15-10:15 — The Telecourse Environment
10:15-11:00 — Alternate Distribution Systems
11:00-12:30 — Telecourse Administration — Part I
12:30- 2:00 — Lunch and Viewings*
2:00- 4:30 — Telecourse Administration — Part II
4:30- 5:15 — Discussion #1**
5:15- 5:45 — Break
5:30- 6:30 — Cocktails and Viewings
6:30- 7:30 — Dinner
7:30- — Viewings

DAY 2

8:00- 8:30 — Coffee
8:30-9:15 — Discussion #2**
9:15-10:15 — Promotion
10:15-12:15 — Station-College Interaction
12:15-12:30 — Evaluation and Summary

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*Samples of currently available telecourses and accompanying print materials will be available for viewing and inspection; participants may view videocassettes on a first-come-first-served basis.

**Four discussion groups will be formed for each of the two discussion periods to allow participants to discuss topics of interest for their individual situations; discussion groups usually discuss the following topics: 1) What makes a consortium work? 2) Telecourse production, 3) Two-four year competition, 4) Other organizations and telecourses. Other subjects may also be discussed if a sufficient number of participants agree on a topic.

I.

INTRODUCTION AND GOALS OF THE SEMINAR

Seminar Goal

To aid college and university administrators and station executives in making effective decisions about the use and implementation of telecourses.

Objectives for Participants in the SCEPAL Workshop

1. To understand the characteristics, attitudes, needs and desires of various groups involved in offering telecourses (e.g., students, faculty, administrators, publishers, station personnel, and CPB/PBS personnel).

2. To improve formal communication between the educational agencies and the television stations.

3. To identify obstacles to successful telecourse use.

4. To develop strategies for overcoming those obstacles.

II.

THE TELECOURSE ENVIRONMENT

Advantages of Telecourses

- Bring Education to All Viewers
- Convenient for Students
- Increase Enrollment Potential
- Allow More Specialized Courses
- Enhance Instruction
- Designed Learning System
- Adaptable to Many Uses
- Reach New Audiences/Students
- Station/College Publicity in Community
- Provide Diversity of Programming

Categories of Telecourses

- **General Interest**

  "Ascent of Man"

  "The Shakespeare Plays"

  "Designing Home Interiors"

- **Core Requirement**

  "American Government"

  "Introductory Psychology"

- **Continuing Professional Education**

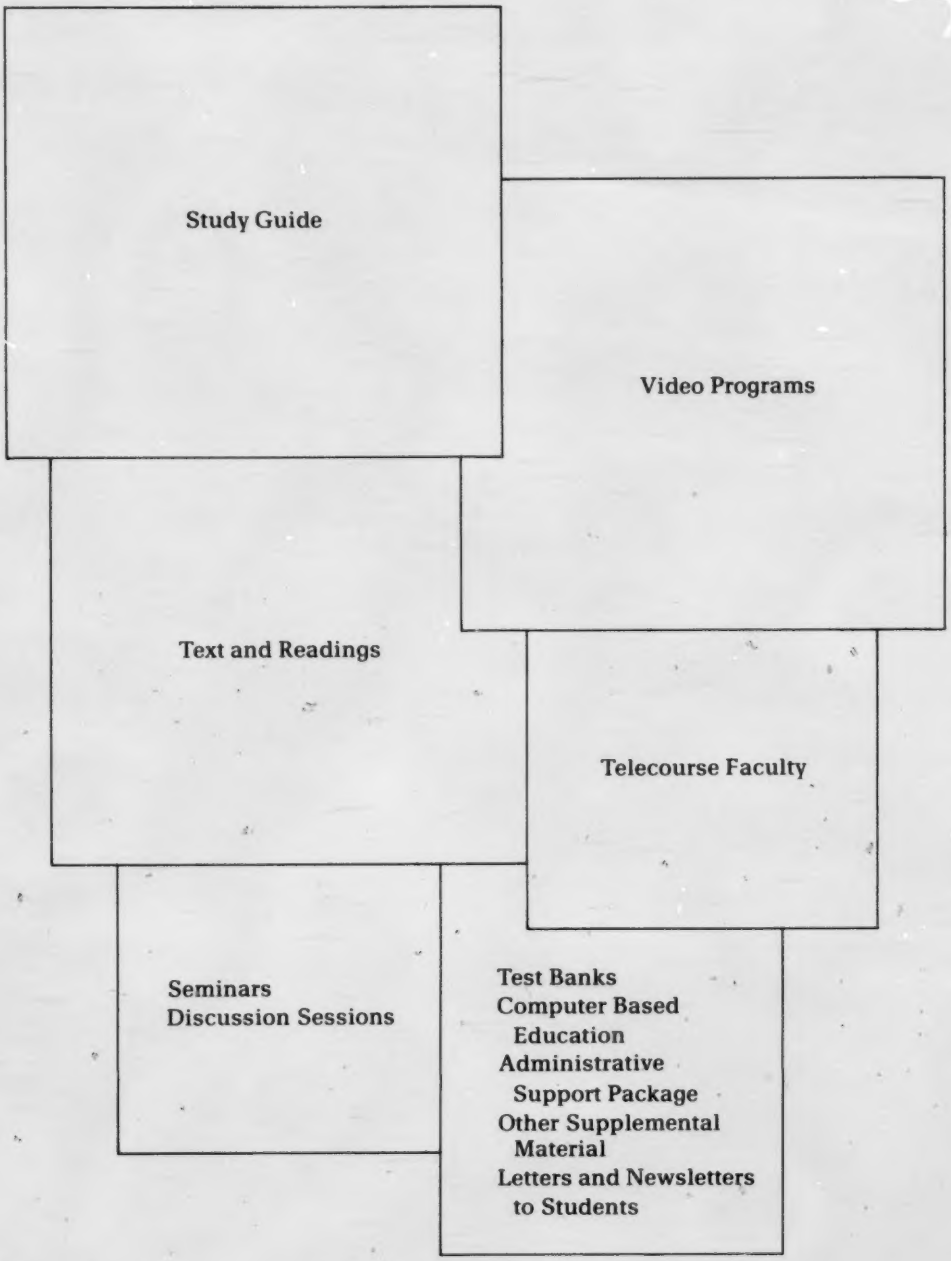
  "Discipline Problems in the Classroom"

  "Energy Conservation for Engineers"

- **Other**

  "GED"

Telecourse Learning Resources



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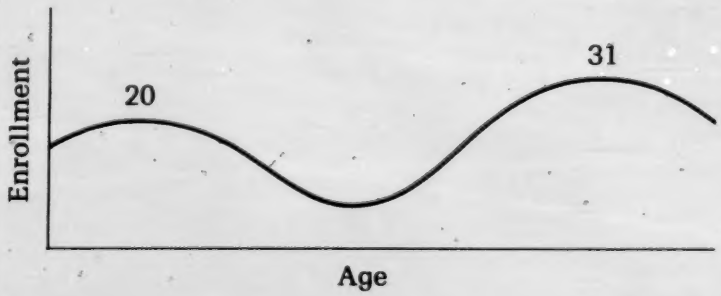
Telecourse Students/Audience

- **Age**
- **Occupation**
- **Sex**
- **Economic Status**
- **Educational Status**
- **Reasons for Viewing Telecourses**



Telecourse Audience Identification

- **Major Audiences**
  (related to types of courses)

  Degree Program/College Credit

  General Interest, in a Subject

  Continuing Professional Education

- **Other Audiences**

  High School Students

  Minorities

  Senior Citizens

  Special Interest Groups

Audience/Student Profile and Student Services

- **Mobility**

  geographic

  home/institution bound

  handicapped

  other

- **Motivation**

  degree/certificate

  enjoyment/personal interest

- **Probable Academic Support Needs**

  prior college-level experience

  age factors

Community Characteristics

1. Important age groups (e.g. senior citizen community, many families with young children, etc.)

2. Important occupational groups

3. Sex distribution

4. Economic profile

5. Educational profile

6. Educational needs

7. Major leisure activities

8. Important community groups (e.g. labor unions, service clubs, libraries, etc.)

Current Viewer/Student Profile

	COLLEGE		STATION	
	REGULAR STUDENTS	TELECOURSE STUDENTS	USUAL VIEWER	TELECOURSE VIEWER
1. Age				
2. Occupation				
3. Sex				
4. Economic status				
5. Educational status				
6. Reason for enrolling/ viewing				
7. Popular subjects/ topics				

III.

ALTERNATE DISTRIBUTION SYSTEMS

Technology Can

- **Deliver Instruction**

  National Broadcast

  Local Broadcast

  Satellite

  Superstations

  Cable

  ITFS

  Teletext/Videotext

  Videotape

  Videodisc

  Electronic Blackboard

  Telephone

  Computer Systems

- **Alter the Form of Instruction**

  Computer Assisted Instruction

  Videodisc, with or without computers

  Satellite Conferencing

  "Talk-back" capabilities in ITFS,
  Satellite, Telephone, and Electronic Blackboard systems

  Interactive Cable

- **Or Both**

IV.

TELECOURSE ADMINISTRATION

Planning

Planning for Telecourses: Colleges

- **What factors influence college decision to offer telecourses?**

_____ Available series

_____ Persistence of single individual

_____ Student interest

_____ Probable income and expenditure

_____ Other _____

- **Who will be responsible for telecourse administration?**

_____ Dean/Asst Dean of Instruction

_____ Director or Programmer for Extension/Continuing Education

_____ Appropriate Academic Dept.

_____ Faculty Member

_____ Other _____

- **What will be the status of telecourse credits?**

_____ Applicable toward a degree in your institution

_____ Applicable toward major subject requirements

_____ Applicable toward professional certification

_____ Are there limitations on credits a student may take by telecourse?

_____ Are telecourse credits transferable?

_____ Are there state or other requirements governing the ways in which telecourse credits are determined?

_____ Other _____

- **How will telecourse faculty be compensated?**

_____ By the hour or credit

_____ As part of a regular assignment

_____ On a fixed fee basis

_____ On a variable (e.g. per enrollment) fee schedule

_____ Release time/overload basis

_____ Other _____

- **Will there be special training or orientation for telecourse faculty?**

- **Will telecourse income require special handling?**

_____ Will there be a special telecourse fee?

_____ Who receives the income?

_____ Is there state reimbursement?

_____ Is VA or other federal reimbursement applicable?

_____ Other _____

Planning for Telecourses: Colleges

- **What kinds of support will be offered to telecourse students?**

_____ Special class meetings (discussion sessions, workshops, etc.)

_____ Media center or library videotape copies

_____ Special computer services

_____ Mail-in quizzes/essays/etc.

_____ Telephone tutoring

_____ Counseling

_____ Newsletter to students

_____ Other _____

- **How will registration procedures be handled?**

_____ Must students come to campus?

_____ Can students register by mail?

_____ Can students register by phone?

_____ Can students pay by credit or other delayed billing system?

_____ How late in the term can students register?

_____ Will special telecourse explanations be given by registration personnel?

_____ Other special procedures _____

- **How will student records be treated?**

_____ Will telecourses be identified on record?

_____ Can/must telecourse-only students matriculate?

_____ Will telecourse-only students have full campus privileges?

_____ Other concerns _____

- **Other**

_____ Will we join or form a consortium?

_____ Will telecourse size be regulated?

_____ How will we define "success" and evaluate our record?

- **How much staff time will be required?**

_____ Existing staff only

_____ What positions?

_____ What percentage of time?

_____ Additional staff

_____ How many?

_____ What positions?

Planning for Telecourses: Stations

- **Who will be responsible for handling telecourses?**

_____ Programmer

_____ ITV person

_____ No one in particular

_____ What percentage of time will it take?

_____ Will support staff be needed?

_____ Other _____

- **What factors influence the time and energy allotted to telecourses?**

_____ Number & size of educational institutions in area

_____ Degree of interest from educational institution

_____ Potential size of audience

_____ Probable income & expenses

_____ Station programming philosophy

_____ Persistence of single individual

_____ Other _____

- **Will we participate in the selection of telecourses beyond requiring minimum standards of technical quality?** _____

- **Will there be charges to the colleges?**

_____ Air time

_____ Per head student fee

_____ Percentage of enrollment fee

_____ Videotape costs

_____ Other _____

- **What kinds of support services will we provide the colleges?**

_____ Tape dubbing

_____ Production

_____ Arrange previews

_____ Convene meetings of college personnel

_____ On-air spots

_____ Other publicity

_____ Other _____

- **Will we join or form a consortium of colleges and other institutions for post-secondary education?** _____

- **How do we plan to define and evaluate success?**

Telecourse Economics

The Economics of Telecourses

Expenses

STATION		COLLEGE
_____	Rent/lease/purchase of programs	_____
_____	Off-Air Rights	_____
_____	Bicycling costs	_____
_____	Tape/ dub cassettes for library/media center	_____
_____	Air Time	_____
_____	Publicity	_____
_____	Tape Stock	_____
_____	Evaluation	_____
_____ Monitoring quality, checking prog. no.'s, etc.		_____ Institutional print materials
		_____ Non-teaching staff time
_____ Staff time for educational activities		
_____ Supplies and expenses		_____ Supplies and expenses (incl. telephone, xerox, postage, etc.)
		_____ Faculty salary
_____ Tape storage costs for PBS lead programs		_____ Computer support for student services
_____ Consortial fees		_____ Consortial fees
_____ Overhead		_____ Overhead
_____ Other		_____ Other
_____ TOTAL		_____ TOTAL

Income

Air Time _____	_____	Tuition per student
Other _____	_____	State Reimbursement per student
	_____	Other

Costs for student

Tuition_____ Other_____

Books_____ TOTAL_____

Break-even point Divide total expenses for course by income per student to find no. of students needed to cover either:

Up-front expenses: _____

All expenses: _____

Making a Selection

Factors in the Selection of Telecourses: Colleges

- **Cost to Institution**
- **Quality of Content**
  - academic acceptability
  - instructional acceptability
- **Quality of Production**
  - aesthetic quality
  - technical quality
- **Similarity to On-Campus Classes**
  - length
  - popularity
  - difficulty
- **Degree or Certification Requirements**
- **Subject Matter**
  - past enrollment trends
  - general acceptability to institution
  - seasonal considerations
- **Completeness of the Telecourse Package/ Programs and Print Materials**
- **Availability of Material for Preview**
  - programs and print materials

Factors in the Selection of Telecourses: Stations

- **General Audience Potential**

- **Number of Interested Educational Institutions in Area**

- **Quality of Production**

  aesthetic quality

  technical quality

- **Cost to Station**

- **Quality of Content**

Selection

Ranking of Factors

1.

2.

3.

4.

5.

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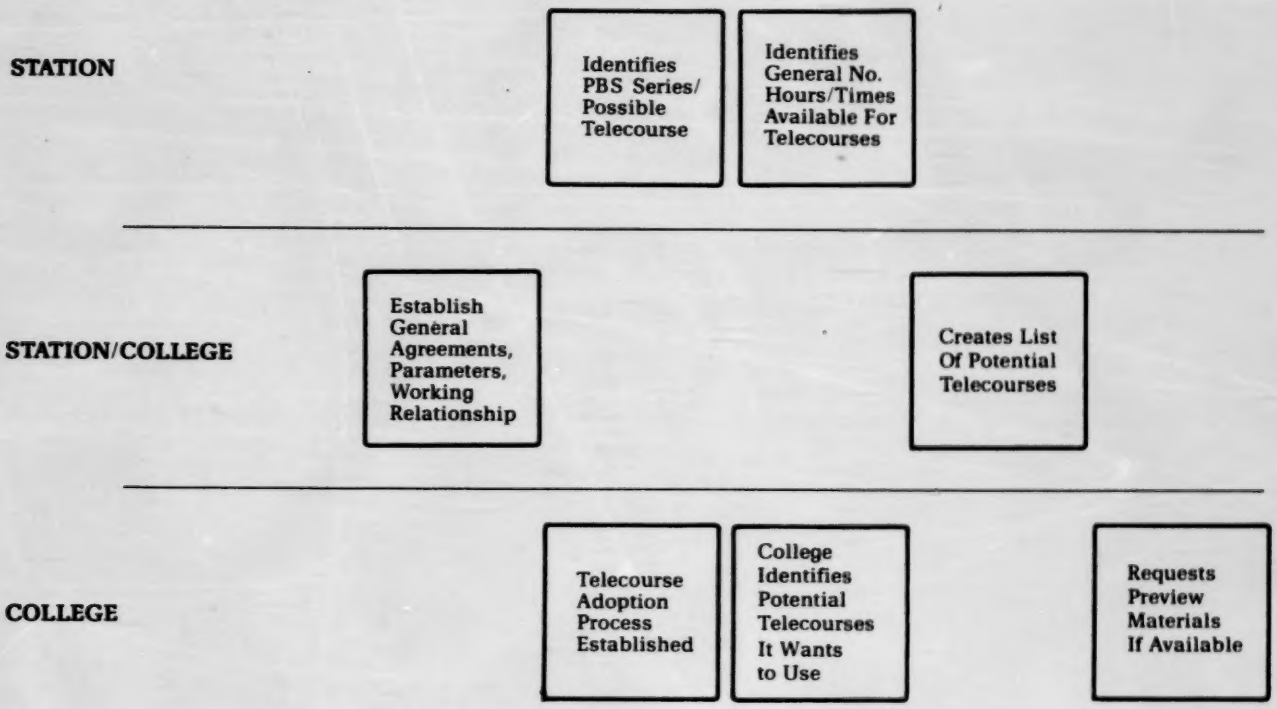
Telecourse Adoption

College/Station Telecourse Adoption


STATION
Identifies PBS Series/ Possible Telecourse
Identifies General No. Hours/Times Available For Telecourses
STATION/COLLEGE
Establish General Agreements, Parameters, Working Relationship
Creates List Of Potential Telecourses
COLLEGE
Telecourse Adoption Process Established
College Identifies Potential Telecourses It Wants to Use
Requests Preview Materials If Available

Who Are You?

CHECK LIST

- ☐ **College**
  - ☐ College Without Walls
  - ☐ Regular College Curriculum
  - ☐ Evening College/Continuing Education Credit
  - ☐ Extension Division/Continuing Education, C.E.U.
  - ☐ Extension Division/Continuing Education, Non-credit
- ☐ **TV Station**
  - ☐ State Network
  - ☐ University
  - ☐ Community
  - ☐ School District
- ☐ **Commercial Station**

College/Station Telecourse Adoption

Screens Potential Courses (If Available), Makes Tentative Selections

Negotiates Which Acceptable Telecourses Will Be Televised

Finalizes Broadcast Times And Repeats

Prepares To Broadcast Course

Gains Support Of Appropriate Division Chair And Faculty

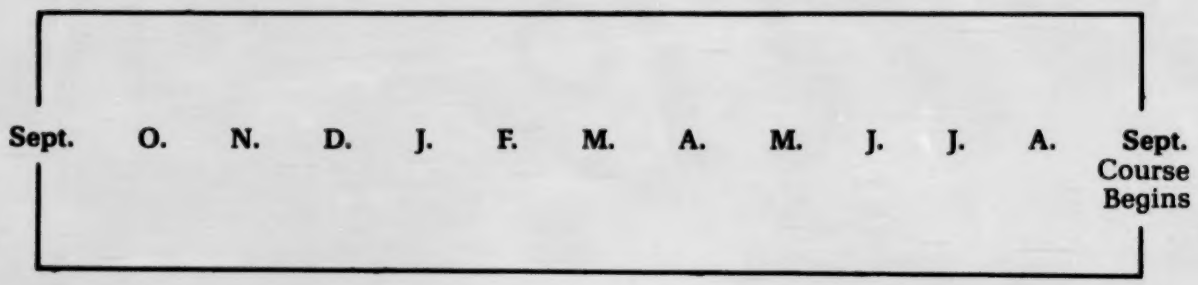
Gains Curriculum Council Approval

Obtains Formal Admin-istration/ Board Approval

Prepares To Implement/ Offer Course

Telecourse Adoption-Time Frame

☐ PBS "wrap-around" course ☐ Regular telecourse



Evaluating Telecourses for Adoption

PRELIMINARY CHECKLIST

• Print Materials: Basic Components

What are the components?

Do they, together with the programs, cover the material well?

Will anything need to be added?

Will anything need to be changed?

How much?

How much time will it take?

How much up-front money will it cost?

Remember: You need books and directions at a minimum. Test banks and publicity materials furnished by the producing institution are often a time- and money-saving option. Other items to check for, both (a) whether they exist; and (b) whether they are good, include:

Student objectives for course and each unit,

Self-test questions with answers in the student materials,

Questions in the student materials that can be used as assignments,

Key terms and concepts sections and/or a glossary.

• Print Materials: Quality

Are they academically valid and up to date?

Are they attractive and readable?

Are they interesting — do they engage *your* attention/will they engage the student s?

Are the questions and study assignments pertinent to the material?

Are there questions and study assignments that require more than memorization/copying from the student?

• Programs

Are they in color?

Is the technical quality good?

Are they academically valid?

Are they interesting?

Do they do things that could not be done in a book or audio tape at least part of the time?

Operations

Telecourse Administration

Consortium	Individual Station	Individual College	
			A. Preview, Selection, Scheduling
			1. Request course materials (sample tapes, text, study guide, etc.) for preview.
			2. Arrange for academic and technical reviews and discussions.
			3. Negotiate lease fees, contracts, etc.
			4. Determine broadcast schedule, including times for repeat broadcasts and holiday schedule.
			B. Preparation
			5. Identify/select telecourse faculty.
			6. Arrange for copies of all support materials for course instructors and learning centers.
			7. Provide in-service training for telecourse personnel (including support staff).
			8. With adequate lead time, provide bookstores with order information and estimates of numbers of students. Monitor bookstores' receipt of materials.
			9. Establish the physical environment for telecourses—
			Room assignments
			Examination centers
			Learning resource locations
			Office space
			Telephone answering devices

Telecourse Administration Checklist

Consortium	Individual Station	Individual College	
			10. Prepare mailings for students and determine the extent and need for student/instructor contact.
			11. Establish telecourse support systems—
			Clerical services
			Student information
			Telephone procedures
			12. Develop contingency plans for unanticipated emergencies.
			C. Implementation
			13. Provide for the distribution of video materials among the stations/learning centers.
			14. Make and store dubs (where appropriate).
			15. Maintain relationships and liaison with consortial partners.
			16. Arrange for, develop and distribute promotional information.
			D. Evaluation and Reporting
			17. Monitor student performance.
			18. Prepare required documents (e.g. enrollments for state ADA payments, course information, comparisons of student performance).
			19. Conduct needs assessments and ascertainment studies.

Telecourse Faculty

- **Become Familiar With Each Component**
  - television programs
  - textbook and/or readings
  - study guide
- **Make local adaptation of print materials, ancilliary activities and course components**
- **Prepare and Evaluate Quizzes and Tests**
- **Prepare Orientation Letter to Students**
  - course objectives
  - course materials
  - course requirements
  - resources available
  - college policies
- **Hold Office Hours**
- **Conduct Discussion Groups/Review Sessions**
- **Assign Grades**

Internal Relationships

Centers of Support

CENTER	ROLE	CONCERNS	SOLUTION
COLLEGE			
Administration			
Faculty			
Business Office			
Registration			
Public Information			
Students			
Other			
STATION			
Management			
Programmer			
ITV Office			
Business Office			
Public Information			
Viewers			
Other			

V.

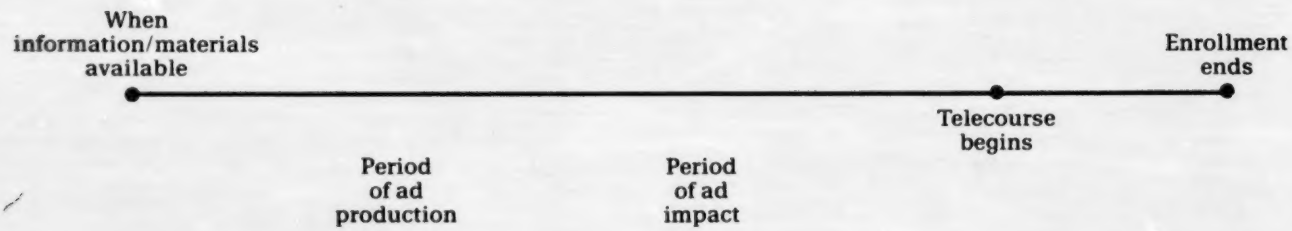
PROMOTION

Promoting Telecourses

FACTORS IN THE EQUATION

- **The Audience for Each Course**
- **The Product—The Telecourse Features**
- **Dominant Reasons for Viewing Series/ Taking Telecourse**
- **Media Available for Promotion**
- **Budget for Promotion**
- **The Time Frame**
- **The Talent and Resources Available to Develop Promotional Materials**

Media Timeline



Media Selection

Rank top four in order of estimated effectiveness

Mark those never or rarely used 0

_____ Student/campus newspaper

_____ Local newspapers

_____ PBS Station magazine

_____ Radio

_____ TV Guide

_____ Commercial TV

_____ PBS TV

_____ Posters in heavily traveled areas, campus, bus stops, etc.

_____ Brochures/flyers, other non-mailed hand-outs

_____ Target mailings

_____ Mass mailings

_____ Creative techniques (bumper stickers, discounts, etc.)

_____ Class schedules/catalogs

_____ Preview week

_____ Other:

VI.

STATION/COLLEGE INTERACTION

What Colleges Need From Stations

	NEED	A	U	PLAN
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

What Stations Need From Colleges

	NEED	A	U	PLAN
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

VII.

OPTIONAL SESSIONS

What Makes a Consortium Work?

Key Concepts of Consortia

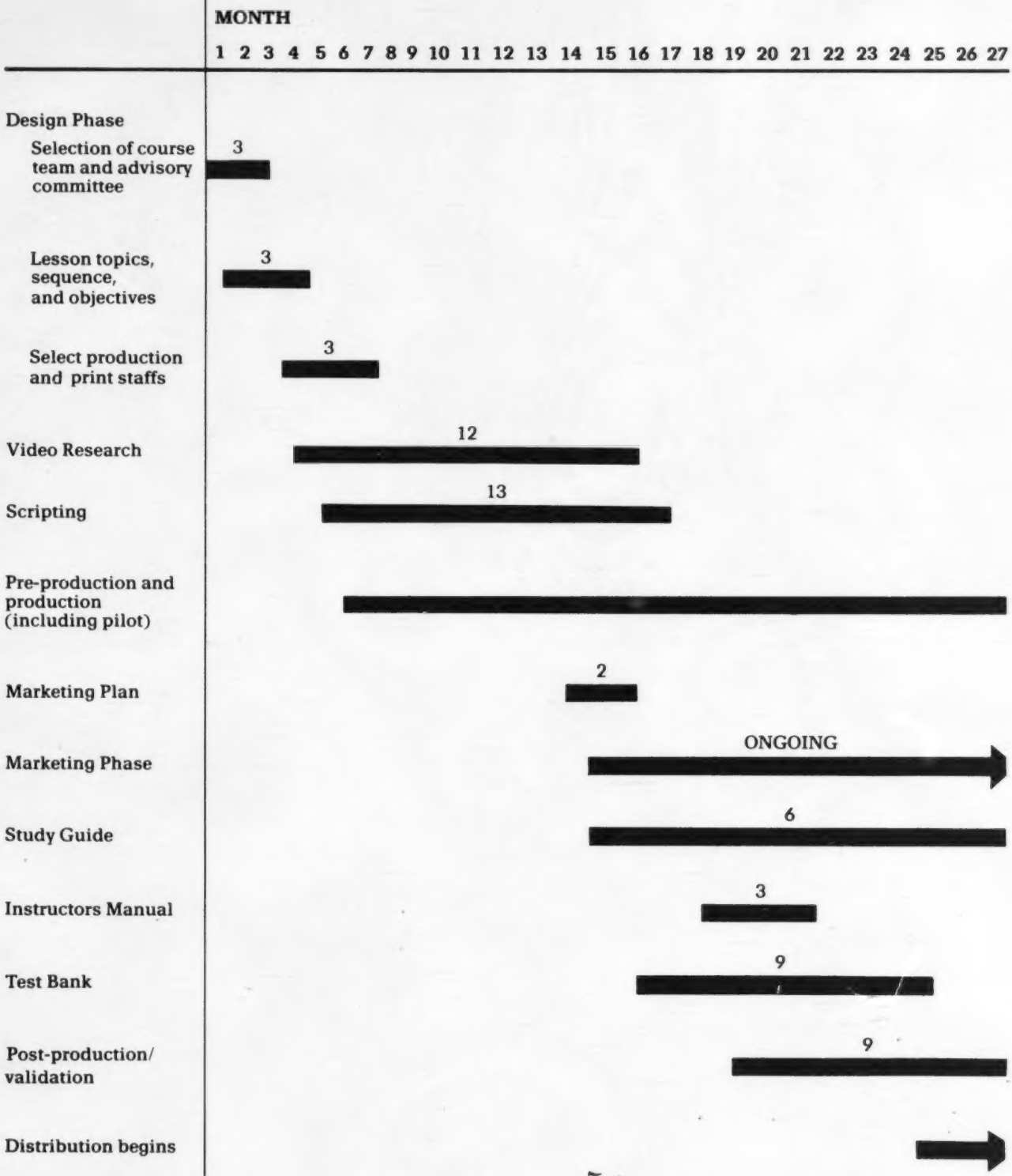
- What is the purpose of a consortium?
- What is in it for the college/station?
- How much administrative authority?
- How much legal authority?
- How is financial support figured?
- Who has fiscal control?
- What should be the organizational structure?
- How should the consortium operate?

Criteria for a Successful Consortium

- Learner-Centered Focus
- Commitment of Leaders
- Governance
- Stability
- Quality of Instructional Materials
- Positive Station/College Relationships
- System Linkages — Interinstitutional Support
- Supportive Context for Distance Learning

Telecourse Production

Timeline Chart



Levels of Television Design and Production Complexity

	PBS or COMMERCIAL NATIONALLY BROADCAST SERIES
A. Scope of Design	National and/or International
B. Educational and Staff Time Commitment	Limited for 3-6 Months
C. Educational Design and Production Budget	$30,000-$50,000 (Excludes program production which can be as high as $10 million)
D. Remote Locations for Film/Video	None by Colleges/Extensive in programs
E. Use of Existing Visual Materials	N.A.
F. Location of Experts	Widely Scattered; Great Diversity in Geographic Location and Activity
G. Distribution Potential	National/International
	EXAMPLES: Adams' Chronicles Shakespeare Plays Ascent of Man Age of Uncertainty The Long Search Cosmos

	LEVEL "ONE"
A. Scope of Design	National and/or International
B. Staff and Time Commitment	Extensive for 1-2 Years
C. Production Budget	$600,000-$1,000,000
D. Remote Locations for Film/Video	Extensive
E. Use of Existing Visual Materials	Limited
F. Location of Experts	Widely Scattered; Great Diversity in Geographic Location and Activity
G. Distribution Potential	National/International
	EXAMPLES: Dimensions in Culture The Growing Years American Government I

Levels of Television Design and Production Complexity

	LEVEL "TWO"
A. Scope of Design	Regional and/or National
B. Staff and Time Commitment	Somewhat Reduced for 12-18 Months
C. Production Budget	$400,000-$600,000
D. Remote Locations for Film/Video	Some Extended Location Shooting; Considerable Local/Regional Shooting
E. Use of Existing Visual Materials	Considerable if Rights Available
F. Location of Experts	Geographic Concentration in Several Areas
G. Distribution Potential	National/Regional
	EXAMPLES: Introducing Biology Humanities Through the Arts Project: Universe The American Story Contemporary Health Issues Oceanus: The Marine Environment Making It Count

	LEVEL "THREE"
A. Scope of Design	Local and/or Regional
B. Staff and Time Commitment	Limited for 6-12 Months
C. Production Budget	$200,000-$400,000
D. Remote Locations for Film/Video	Limited to Local and Surrounding Areas
E. Use of Existing Visual Materials	Moderate
F. Location of Experts	Drawn From People Living In or Visiting Surrounding Areas
G. Distribution Potential	Regional/National
	EXAMPLES: Art America Designing Home Interiors It's Everybody's Business Family Portrait: A Study of Contemporary Lifestyles History of Mexico Of Earth and Man Earth, Sea, and Sky

Levels of Television Design and Production Complexity

	LEVEL "FOUR"
A. Scope of Design	Local
B. Staff and Time Commitment	Limited for 3-6 Months
C. Production Budget	$75,000-$200,000
D. Remote Locations for Film/Video	Limited
E. Use of Existing Visual Materials	Limited
F. Location of Experts	Local
G. Distribution Potential	Regional/National

EXAMPLES:

Personal Finance
Freehand Sketching Techniques
Applied Sketching Techniques
Home Gardener

Telecourse Production

DESIGN TEAM

INSTRUCTIONAL DESIGNER (Leader)	MARKETING DIRECTOR
TELEVISION PRODUCER	ACADEMIC CONSULTANTS
PUBLICATIONS COORDINATOR	CONTENT RESEARCHER

1. Design an integrated learning system that capitalizes on the individual and collective strengths of video and print.
2. Identify, employ, and deploy academic content specialists.
3. Develop course and lesson objectives.
4. Identify and select text.
5. Develop program outlines.
6. Assess marketplace for existing visual and print materials that are valid in content and current in treatment of subject.
7. Develop lesson content outlines; ascertain what text and video will cover; and identify what new print material will be required.

PRINT PRODUCTION TEAM

INSTRUCTIONAL DESIGNER (Leader)	RESEARCHERS/WRITERS
PUBLICATIONS COORDINATOR	GRAPHIC ARTISTS
ACADEMIC CONSULTANTS	CONTENT RESEARCHER

1. Develop supportive print material to supplement video and text to assure compliance with lesson content objectives.
2. Develop a study guide that leads the student viewer thru a carefully designed sequence of study from learning objectives to text to video to sample test questions.
3. Develop academic and administrative support package.
4. Develop preview package for academic institutions.
5. Make regular update reports to administrative team.

Telecourse Production

TELEVISION PRODUCTION TEAM

TELEVISION PRODUCER (Leader)
INSTRUCTIONAL DESIGNER
ACADEMIC CONSULTANTS
TV RESEARCHERS/SCRIPTWRITERS
TELEVISION DIRECTOR
GRAPHIC ARTISTS
TV/FILM CREWS

1. Determine most appropriate visual treatment of subject matter.
2. Ascertain specific content to be included in programs and develop this content based on program outlines.
3. Conduct final assessment of existing visual materials and negotiate rights for use.
4. Develop scripts from approved content.
5. Produce high quality television programs that meet preselected course objectives and correspond to course outlines.
6. Provide materials/info as needed to members of design team for print, promotion, validation, and marketing purposes.
7. Make regular update reports to administrative team.

VALIDATION TEAM

DIRECTOR/TELECOURSE DESIGN (Leader)
EXECUTIVE PRODUCER/TELECOURSES
INSTRUCTIONAL DESIGNER
ACADEMIC CONSULTANTS
TELEVISION PRODUCER
PUBLICATIONS COORDINATOR

1. Establish validation checkpoints throughout the production process.
2. Insure accuracy of content and fidelity to course and lesson objectives.
3. Verify that information, knowledge, and skills required by content outlines are to be found somewhere within the video and print components.
4. Insure accuracy and validity of the test bank.

Two-Four Year Competition

	Two Year	Four Year
• Tuition		
• Type of Credit		
• Academic Reputation		
• Registration		
• Publicity		
• Other Features		

Other Actors on the Telecourse Scene

Actors

- Underwriters
- Publishers
- Public Broadcasting Service
- Corporation for Public Broadcasting
- Commercial Networks
- Federal Agencies, State Legislatures, and Local Government Organizations
- Other

VIII.

EVALUATION